REPORT OF THE

COLLABORATIVE ACTION WORKING GROUP ON COUNSELLING

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WORKING GROUP ON COUNSELLING

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EXECUTIVE SUMMARY

BACKGROUND

At the 1986 Conference of First Ministers, First Ministers endorsed a framework for action for equality in education and training as outlined in the document, Towards a Labour Force Strategy: A Framework for Training for Women. Within this document, employment counselling was cited as a structural barrier to women's labour force equality.

To ensure that the framework for action becomes a reality, First Ministers directed that a joint federal/provincial/territorial meeting of Ministers Responsible for the Status of Women and Ministers with Labour Market Responsibilities be held. This meeting took place in June 1987. To address the issue of employment counselling, Ministers directed that a Collaborative Action Working Group on Counselling be established. The Working Group is made up of labour market and status of women officials from Newfoundland, Nova Scotia, British Columbia, Canada and New Brunswick, with New Brunswick as Chair.

MANDATE OF THE WORKING GROUP ON COUNSELLING

The mandate given to the Working Group on Counselling was to review counselling materials; to recommend guidelines; to recommend procedures to ensure that existing materials concerning counselling for women are shared among jurisdictions; and to recommend procedures to ensure current labour market information and future projections are provided to both public and private agencies which offer training.

METHODOLOGY

Development of Principles and Guidelines

Guidelines, policies and standards governing the practice of counselling and the use of counselling support materials were requested from each jurisdiction and from selected associations. It should be noted that for jurisdictional reasons Québec did not provide information in this area.

The materials received formed the basis of principles and guidelines considered fundamental to the provision of career counselling to girls and women.

Review of Counselling Materials

A questionnaire was developed and sent to all jurisdictions requesting information on the availability and usefulness of materials which are geared specifically to girls and women and which promote consideration of the full range of career and occupational opportunities. Information was also sought on the sharing of career materials amongst jurisdictions. Jurisdictions were also asked to identify areas where materials are needed and not currently available. All jurisdictions provided information on their career counselling materials. The response from Québec was from the Québec Sécretariat de la condition féminine.

NEED FOR A COMPREHENSIVE APPROACH

The provision of appropriate career counselling services for girls and women is considered fundamental to achieving labour force equality. Counselling services should promote the occupational integration of girls and women and be responsive to the specific needs of individual clients.

GIRLS AND WOMEN HAVE THE RIGHT TO COUNSELLING WHICH:

1) reflects an understanding that career decision-making affects all aspects of life and is a life-long process;

2) recognizes and values their life experience;

3) promotes full and equal participation in all training and employment opportunities;

4) is based on a full range of accurate and up-to-date information; and which

5) does not discriminate on the basis of sex, race, age, sexual orientation, religion or cultural differences.

JURISDICTIONS HAVE THE RESPONSIBILITY TO PROMOTE THE FULL AND EQUAL PARTICIPATION OF WOMEN IN THE CANADIAN LABOUR FORCE AND TO ENSURE THAT CAREER COUNSELLING SERVICES ARE AVAILABLE TO GIRLS AND WOMEN WHICH SUPPORT THESE GOALS.

Jurisdictions have a responsibility to:

1) provide continuing professional development and training opportunities to those who counsel girls and women.

2) ensure that all communications and resource materials used and/or produced within a jurisdiction use gender-fair and inclusive language.

3) provide counsellors with information on the full range of support services available to girls and women.

4) provide information on the full range of career choices to girls and women.

5) provide girls and women with their choice of counsellor (male or female) whenever possible.

6) establish a review process to ensure that career counselling services for girls and women promote the occupational integration of girls and women.

It is also recognized that counsellors play a significant role in the counselling process. Jurisdictions should encourage agencies and organizations which deliver counselling services to adhere to guidelines for counsellors which promote the realization of the full potential of girls and women.

RESPONSIBLE PROFESSIONAL PRACTICE REQUIRES COUNSELLORS TO BE KNOWLEDGEABLE ABOUT THE EFFECTS OF GENDER IN HUMAN DEVELOPMENT AND TO APPLY SUCH KNOWLEDGE IN THE CAREER COUNSELLING OF GIRLS AND WOMEN.

A comprehensive approach to the effective provision of career counselling services for girls and women includes the following:

principles and guidelines to oversee the governing of counselling services for girls and women.

resources to further develop counselling services for girls and women. This includes the development of more career information oriented to girls and women. Jurisdictions indicated that more materials are needed which are directed at:

1) girls and women to assist in vocational decision making; to encourage the study of math science and technologies; to provide labour market information.

2) employers, counsellors and instructors to encourage the occupational integration of women.

3) re-entry women, aboriginal women, immigrant women, single parent women and women with specific disabilities to respond to their training and employment related needs.

4) girls and women with low level literacy skills.

It was also suggested that materials be available in a variety of languages including French and English.

increased efforts to eliminate stereotypical attitudes.

a review process to ensure that career counselling services for girls and women promote occupational integration.

the sharing of information and counselling materials with other jurisdictions and organizations. This could be achieved through the compilation of an annual list of career materials relating to the counselling of girls and women produced by each jurisdiction. The compilation of the list could be undertaken by the "lead province" which annually coordinates activities of Labour Market Ministers.

the wide distribution of career information. This could be achieved by developing a clearinghouse for career information by either establishing a new structure or alternatively by utilizing an existing structure. Jurisdictions could also deposit counselling materials with public, university and college libraries.

SUMMARY OF RECOMMENDATIONS

RECOMMENDATION 1 (p. 7)

It is recommended that each jurisdiction develop a policy and guidelines for the provision of career counselling to girls and women which reflect the principles and guidelines developed by the Collaborative Action Working Group on Counselling.

RECOMMENDATION 2 (p. 11)

It is recommended that jurisdictions individually, jointly or collectively develop:

1. focused factual materials for use by girls and women on
   - vocational decision-making
   - the need to study math, science and technologies
   - the labour market including essential data on the full range of occupations, with a particular emphasis on occupations in which few women now participate, a description of the work involved, current and projected demand and wages, entry requirements and promotional opportunities;
   - labour laws and enforcing agencies;
   - the reality of life on the job for women including the wage gap, employment equity, pay equity, sexual harassment and health hazards.
2. additional materials directed to employers, counsellors, and instructors which support and encourage the occupational integration of women.
3. materials which respond to the particular training and employment related needs of re-entry women, aboriginal women, immigrant women, single parent women and women with specific disabilities.

4. materials for use by clients with low level literacy skills.
5. materials in a variety of languages, including English and French, to meet the needs of their female population.

RECOMMENDATION 3 (p. 12)

It is recommended that each jurisdiction establish a review process to ensure that the quantity and quality of career information materials which promote the occupational integration of girls and women continue to develop.

RECOMMENDATION 4 (p. 13)

It is recommended that:

- The "lead province", which annually coordinates activities of labour market ministers, compile an annual list of career materials relating to the counselling of girls and women produced by each jurisdiction. Appendix B and C of this report, could serve as the foundation for the preparation of such a list which would be updated annually.
- Labour Market Ministers share this list with Status of Women Ministers.
- Labour Market Ministers investigate the possibility of developing a clearinghouse for career information by either establishing a new structure or alternatively by utilizing an existing structure.
- Jurisdictions deposit counselling materials with public, university and college libraries.

RECOMMENDATION 5 (p. 14)

It is recommended that Labour Market Ministers and Status of Women Ministers share this document with collegues in their own jurisdiction.

1. INTRODUCTION

In 1986, First Minsters endorsed a framework for action for equality in education and training as outlined in the document Towards a Labour Force Strategy: A Framework for Training for Women. Within this document, employment counselling was cited as a structural barrier to women's economic equality: counselling was often seen as inadequate or oriented only towards traditional work. Within the framework for action, it was recommended that all counselling be non-sexist, free from prejudice and racial discrimination, and reflective of the changing nature of the modern labour market and that counsellors make a special effort to educate female students on the importance of mathematics and science in determining future career options and training programs. Each jurisdiction is committed to implementing these measures within a time frame that reflects its own priorities and resources and in cooperation with the private and voluntary sectors.

To ensure that the framework becomes a reality, First Ministers directed that, among other initiatives, a joint federal-provincial-territorial meeting of Ministers Responsible for the Status of Women and Ministers with Labour Market Responsibilities be held to implement the measures in the framework for action.

This meeting was held June 12, 1987 in Halifax, Nova Scotia. During that meeting, Ministers discussed many of the issues contained in the 1986 paper including those relating to counselling. Following discussion, Ministers directed officials to establish a joint working group which would, within the context and spirit of the 1986 paper, review counselling material and recommend guidelines for counselling.

MEMBERSHIP

The Working Group on Counselling is made up of Labour Market and Status of Women officials from Newfoundland, Nova Scotia, British Columbia, Canada and New Brunswick, with New Brunswick as Chair.

MANDATE OF THE WORKING GROUP

As stated in the decision of the Ministers at the Joint Meeting of Ministers Responsible for Labour Market Matters and Ministers Responsible for the Status of Women June 12, 1987, the mandate of the Working Group was to:

i) review counselling materials;

ii) recommend guidelines;

iii) recommend procedures to ensure that existing materials concerning counselling for women are shared among jurisdictions; and

iv) recommend procedures to ensure current labour market information and future projections are provided to both public and private agencies which offer training.

In carrying out this mandate, an emphasis was to be placed on determining ways to improve career counselling already offered by post-secondary institutions, secondary schools and other departments and agencies.

For the purpose of this working group, the broad goal of counselling and counselling materials was to promote and encourage the occupational integration of women. The term occupational integration in this context means the participation of women in the full range of training and employment opportunities. For counselling to be considered effective, it must be delivered within the context of occupational choice and valid occupational forecasting.

The terms career information and counselling materials refer to the full range of guidance, vocational and employment information.

2. METHODOLOGY

In order to develop recommendations the following approach was taken:

I. Development of Principles and Guidelines

1. Guidelines, policies and standards governing the practice of counselling and the use of counselling support materials for girls and women were requested from each jurisdiction (Appendix B) and from selected associations. (Appendix D)

2. the material received in response to the request was reviewed to determine whether there was an existing policy which could be adopted as a model or, if none was available, to extract principles which could be incorporated into a model set of principles and guidelines;

3. a literature review was undertaken to locate additional sources of principles and/or guidelines governing the practice of counselling with girls and women which were specific, or could be adapted, to the career counselling context;

4. an assessment was made of the usefulness of all the reference documents identified through the research and the most useful were analyzed and synthesized to create a set of principles and guidelines. (See Section 3.1 and Appendix A).

II Review of Counselling Materials

1. A questionnaire was developed and sent to all jurisdictions requesting information on their counselling materials. The objective of this exercise was to determine:

   i) the materials which are geared specifically to females and which promote consideration of the full range of career and occupational opportunities, and an assessment of their usefulness;

   ii) the materials which are not specific to females but which are gender-fair, non-sexist and promote equality of expectation and opportunity for females and males in the labour market, and an assessment of their usefulness;

   iii) the extent to which the materials within each jurisdiction are available and shared with other jurisdictions; and

   iv) the degree to which these materials promote and encourage the occupational integration of girls and women and to identify areas where materials are needed but are not currently available.

2. The responses to the questionnaire were compiled and analyzed. As well, a list of career information provided by each jurisdiction was compiled. (Appendix C)

The information supplied by jurisdictions provided the direction for the development of the specific recommendations. It should be noted that for jurisdictional reasons Québec did not provide information on existing policies, standards and guidelines on the career counselling of girls and women. The Québec Secrétariat de la condition féminine did provide information on current career information in response to the questionnaire.

3. DISCUSSION AND RECOMMENDATIONS

3.1 PRINCIPLES GOVERNING CAREER COUNSELLING OF GIRLS AND WOMEN

The provision of appropriate counselling services for girls and women is fundamental to achieving labour force equality for women. Counselling services should promote the occupational integration of girls and women and be responsive to the specific needs of individual clients.

Clearly enunciated policies on the provision of career counselling services to girls and women serve to demonstrate commitment to achieving equality and provide concrete direction for the development and delivery of such services.

The following principles are considered fundamental to the provision of counselling services for girls and women.

GIRLS AND WOMEN HAVE THE RIGHT TO COUNSELLING WHICH:

1) reflects an understanding that career decision-making affects all aspects of life and is a life-long process;

2) recognizes and values their life experience;

3) promotes full and equal participation in all training and employment opportunities;

4) is based on a full range of accurate and up-to-date information; and which

5) does not discriminate on the basis of sex, race, age, sexual orientation, religion or cultural differences.

JURISDICTIONS HAVE THE RESPONSIBILITY TO PROMOTE THE FULL AND EQUAL PARTICIPATION OF WOMEN IN THE CANADIAN LABOUR FORCE AND TO ENSURE THAT CAREER COUNSELLING SERVICES ARE AVAILABLE TO GIRLS AND WOMEN WHICH SUPPORT THESE GOALS. JURISDICTIONS HAVE A RESPONSIBILITY TO:

1) provide continuing professional development and training opportunities to those who counsel girls and women.

2) ensure that all communications and resource materials used and/or produced within a jurisdiction use gender-fair and inclusive language.

3) provide counsellors with information on the full range of support services available to girls and women.

4) provide information on the full range of career choices to girls and women.

5) provide girls and women with their choice of counsellor (male or female) whenever possible.

6) establish a review process to ensure that career counselling services for girls and women promote the occupational integration of girls and women.

RESPONSIBLE PROFESSIONAL PRACTICE REQUIRES COUNSELLORS TO BE KNOWLEDGEABLE ABOUT THE EFFECTS OF GENDER IN HUMAN DEVELOPMENT AND TO APPLY SUCH KNOWLEDGE IN THE CAREER COUNSELLING OF GIRLS AND WOMEN.

To ensure responsible professional practice, jurisdictions should encourage agencies and organizations responsible for the career counselling of girls and women to adhere to guidelines which:

1) promote the realization of the full potential of girls and women.

2) recognize that career choice is an open process and not limited by gender.

3) recognize that the use of male terms as gender-neutral reflect bias against women and that inclusive and gender-fair language is necessary.

4) require counsellors to be knowledgeable about support services available to women (e.g. child care, legal aid).

5) require counsellors to gain knowledge and awareness of social, biological and psychological influences on female development.

6) require counsellors to recognize and be sensitive to the impact of stereotyping, prejudice and discrimination.

7) require counsellors to assess and monitor their own activities to ensure gender fair practices.

8) require counsellors to support the elimination of sex bias within institutions and individuals. (Appendix A.1 Guidelines for the Career Counselling for Girls and Women).

RECOMMENDATION I

It is recommended that each jurisdiction develop a policy and guidelines for the provision of career counselling to girls and women which reflect the principles and guidelines developed by the Collaborative Action Working Group on Counselling.

3.2 CAREER INFORMATION FOR GIRLS AND WOMEN

Career information is a key element in the effective delivery of counselling services to girls and women.

Materials which inform, encourage and support the client, the counsellor, the instructor and the employer are essential to the occupational integration of women. As counselling materials may, at times, be the counselling service itself, or the only counselling some clients ever receive, their importance cannot be over-emphasized.

These materials will provide women with a solid base of information on which to make decisions regarding their studies, training and employment. Through such materials, women and girls learn how to go about achieving their respective goals, how to deal with life on the job, whom to contact, and where to seek additional information.

Materials ought to encourage and support women to participate in all training programs and in all occupations. Materials should demonstrate that women are successful despite the difficulties inherent in breaking new ground and that they too are capable.

Similarly, materials directed at employers, instructors and counsellors should explain the realities of women's working lives. Materials can demonstrate to decision makers (i.e., employers, instructors, etc.) that women are successful in a wide range of training and job opportunities and that women have transferable skills.

For the purposes of this report, information was sought on materials, as categorized below, which promote the occupational integration of women:

- vocational guidance preparatory materials for girls and female adolescents;
- occupational information/occupational requirements;
- educational and training institutions - opportunities and requirements;
- vocational decision-making material;
- job preparation/job search;
- vocational counselling materials for re-entry women and other groups of women with special employment needs

An analysis of the results of the questionnaire concerning the availability and usage of these materials clearly demonstrates that, though some materials are available and used in each category, quantity and variety are limited. Jurisdictions indicated that more materials are needed which are directed at:

1) girls and women to assist in vocational decision making; to encourage the study of math science and technologies; to provide labour market information.

2) employers, counsellors and instructors encourage the occupational integration of women.

3) re-entry women, aboriginal women, immigrant women, single parent women and women with specific disabilities to respond to their training and employment related needs.

4) girls and women with low level literacy skills.

It was also suggested that materials be available in a variety of languages including French and English. The federal government, through Employment and Immigration Canada is the major producer of publications; its materials are available and well-used throughout the country. (See Table 1 and Table 2)

Table 1

Materials Reported by Jurisdiction
by Category

	A	B	C	D	E	F	G	Total
CAN.	14	8	0	10	12	7	0	51
ALTA.	3	3	3	4	4	5	1	23
B.C.	2	2	6	0	0	0	0	10
MAN.	10	4	6	0	3	1	0	24
N.B.	4	2	4	0	8	3	3	24
NFLD.	5	5	17	9	3	0	1	40
N.S.	7	8	2	0	5	0	1	23
ONT.	11	16	2	7	5	1	2	44
P.E.I.	0	1	1	0	0	0	0	2
QUÉ. (not categorized)	-	-	-	-	-	-	-	22
SASK.	1	5	3	I	2	7	4	23
YUKON	3	2	0	0	1	0	0	6
TOTAL	60	56	44	31	43	24	12	292

A. Vocational Guidance Preparatory Materials for Girls and Female Adolescents
B. Occupational Information/Occupational Requirements
C. Educational And Training Institutions - Opportunities and Requirements
D. Vocational Decision-Making Material
E. Job Preparation/Job Search
F. Vocational Counselling Materials for Re-Entry Women or other Groups of women with special employment needs
G. Other

Source: Questionnaire sent May 26, 1988. Responses.

Jurisdictions reported on the counselling materials which are judged to be oriented to girls and women and/or are gender-fair. Jurisdictions categorized their materials into 7 areas. The federal government reported the most publications, followed by Ontario. The information reported from Québec was forwarded by the Québec Secrétariat de la condition féminine.

Table 2

Materials Reported by Jurisdictions
by Date of Publication

	1988	1987	1986	1985	Pre-1984/ 1984	No Date	Periodicals	Total
CAN.	11	5	-	6	4	24	1	51
ALTA.	0	2	4	7	7	2	1	23
B.C.	3	1	1	2	1	2	0	10
MAN.	2	9	3	2	0	8	0	24
N.B.	4	5	1	1	0	3	10	24
NFLD.	5	-	1	-	1	26	7	40
N.S.	9	8	-	-	0	3	3	23
ONT.	14	18	6	1	3	2	0	44
P.E.I.	1	-	-	-	0	1	0	2
QUÉ.	3	4	5	-	0	10	0	22
SASK.	4	1	1	1	0	8	8	23
YUKON	2	4	-	-	0	0	0	6
TOTAL	58	57	22	20	16	89	30	292

SOURCE: Questionnaire sent May 26. 1988. Responses.

An increase in the number of career counselling materials for girls and women is shown for the years 1987 and 1988. The increase can be mainly attributed to Canada, Ontario and Nova Scotia.

Periodicals represent approximately 10% of all items reported. 89 of the 292 items reported did not have publication dates or were pre-1984.

RECOMMENDATION 2

It is recommended that jurisdictions individually, jointly or collectively develop:

1. focused factual materials for use by girls and women on
   - vocational decision-making
   - the need to study math, science and technologies
   - the labour market including essential data on the full range of occupations, with a particular emphasis on occupations in which few women now participate, a description of the work involved, current and projected demand and wages, entry requirements and promotional opportunities;
   - labour laws and enforcing agencies;
   - the reality of life on the job for women including the wage gap, employment equity, pay equity, sexual harassment and health hazards.
2. additional materials directed to employers, counsellors, and instructors which support and encourage the occupational integration of women.
3. materials which respond to the particular training and employment related needs of re-entry women, aboriginal women, immigrant women, single parent women and women with specific disabilities.
4. materials for use by clients with low level literacy skills.
5. materials in a variety of languages, including English and French, to meet the needs of their female population.

The development of materials which inform, support and encourage girls, women, counsellors, employers and instructors and promote the occupational integration of women is an on-going process. Once developed, materials must be regularly reviewed and assessed to ensure both their usefulness and availability.

This review process could include:

1) the review of career information against an established list of criteria to determine whether career information promotes the occupational integration of women. Examples of established lists of criteria are:

   - Detecting Sex Bias in the Curriculum (Newfoundland. Department of Education)

   - Grille d'analyse des stéréotypes discriminatoires dans le matériel didactique imprimé. (Québec. Ministère de l'Éeducation).

2) an annual assessment of the availability of materials to encourage girls and women to study math, science and technologies.

3) an annual assessment of the availability of materials to encourage girls and women to enter non-traditional occupations.

4) an annual assessment of the availability of current, relevant labour market information.

RECOMMENDATION 3

It is recommended that each jurisdiction establish a review process to ensure that the quantity and quality of career information materials which promote the occupational integration of girls and women continue to develop.

3.3 SHARING OF CAREER INFORMATION

The current situation regarding the availability of career information is that sharing is done on an informal basis. Jurisdictions learn about each other's materials through meetings, conferences, and inquiries. It is also recognized that jurisdictions have developed some excellent, useful and appropriate career information for girls and women.

Informal sharing has enabled some jurisdictions to address a number of specific counselling needs of girls and women while minimizing their expenditure of resources and funds.

There appears to be considerable goodwill towards the exchange and sharing of information.

Because of (1) the importance of career counselling for girls and women, and (2) the relatively limited number of materials available; and (3) to maximize resources and funding, a formal mechanism to more efficiently share counselling materials for girls and women is recommended. A clearinghouse (new or expanded structure) would make both public and private agencies aware of the counselling materials oriented to girls and women. The clearinghouse would also heighten awareness of current labour market information and labour market future projections. This information is vital to the provision of effective counselling services for girls and women.

As well, wider distribution of career information for girls and women should be undertaken by depositing materials with public, university and college libraries.

RECOMMENDATION 4

It is recommended that:

- The "lead province", which annually coordinates activities of labour market ministers, compile an annual list of career materials relating to the counselling of girls and women produced by each jurisdiction. Appendix B and C of this report, could serve as the foundation for the preparation of such a list which would be updated annually.
- Labour Market Ministers share this list with Status of Women Ministers.
- Labour Market Ministers investigate the possibility of developing a clearinghouse for career information by either establishing a new structure or alternatively by utilizing an existing structure.
- Jurisdictions deposit counselling materials with public, university and college libraries.

3.4 NEED FOR A COMPREHENSIVE APPROACH

The need to improve career counselling services for girls and women reflects, in part, the increased importance of women's labour force participation. However the increased labour force participation of women has not led to occupational diversification. Women remain concentrated in the clerical, sales and service sectors.

The labour market environment is ever-changing. Traditional occupations for women have altered, require new skills or have disappeared altogether.

Technology will continue to influence the way things are done. New occupations and variations of traditional occupations will continue to emerge.

Changes in the labour market, the increased use of technology, the demographic situation and the needs of employers, for individuals with the right skills, can have a positive impact on women's employment opportunities.

Career counselling which assists girls and women to choose from the full range of occupational choices is a key to ensuring that girls and women are positively affected by change. Particular efforts to increase girls and women's participation in non-traditional occupations are necessary to achieve occupational integration.

A comprehensive approach is needed to meet the career counselling needs of girls and women.

RECOMMENDATION 5

It is recommended that Labour Market Ministers and Status of Women Ministers share this document with collegues in their own jurisdiction.

4. CONCLUSION

The provision of career counselling for girls and women which promotes occupational integration requires:

- principles to oversee the governing of counselling and counselling services for girls and women.

- resources to further develop counselling services for girls and women. This includes the development of more career information oriented to girls and women. This also includes ensuring that counsellors have a knowledge and understanding of women's employment issues.

- increased efforts to eliminate stereotypical attitudes.

- a review process to ensure that career counselling services for girls and women promote occupational integration.

- the sharing of information and counselling materials with other jurisdictions and organizations.

- the wide distribution of career information.

The recommendations in this report address these areas. Each recommendation is considered a key element in establishing a comprehensive approach to the development of effective career counselling for girls and women.

APPENDICES

Appendix

A.1 Guidelines for the Career Counselling of Girls and Women

A.2 Background Information - Guidelines for the Career Counselling for Girls and Women

B List of Materials sent by Jurisdictions In Response to December 7, 1987 letter requesting existing policies and guidelines for the career counselling of girls and women

C List of Materials sent by Jurisdictions in Response to May 26, 1988 Questionnaire requesting information about current career information for girls and women

D Summary of Responses from Organizations and Associations to December 7, 1987 letter requesting existing policies and guidelines for the career counselling of girls and women

APPENDIX A.1

Guidelines for the Career Counselling of Girls and Women

Career counselling is understood to include services and programs designed to facilitate individuals' development and their ability to make optional choices regarding their roles in occupational, familial and social structures.

Responsible professional practice requires counsellors to be knowledgeable about the effects of gender in human development and to apply such knowledge in career counselling with girls and women.

Guidelines

In order to ensure responsible professional practice, jurisdictions must require all individuals involved in career counselling with girls and women to adhere to the following guidelines:

1. Counsellors are aware of the assumptions underlying various theoretical approaches to the practice of career counselling and recognize that such theories may apply differently to women and men. Counsellors continue to examine theoretical bases and assumptions underlying their practice to ensure that they utilize theories and models which are free of sex bias and sex role stereotypes and promote the realization of full potential by girls and women.

2. Counsellors ascribe no preconceived limitations on the direction or nature of potential changes or goals in counselling with women. In particular, counsellors ensure that career choice is an open process and that no individual is limited by gender - or by race, age, disability, ethnicity, sexual orientation or religion - from the exploration of any career option.

3. Recognizing that the use of male terms as gender-neutral reflects bias against women, counsellors use inclusive and gender-fair language in all oral and written communication and ensure that resources used to assist clients with decision-making are gender-fair. As an extension of this principle, counsellors also avoid the use of generic adjectives to describe women with handicaps (e.g., blind, deaf, and so forth) in order to avoid excessive focus on the disability; descriptive phases (e.g., women with visual handicaps) are used as a much-preferred alternative to the more generic adjectives.

4. Counsellors are knowledgeable about support services available to women (e.g., child care, legal aid, health care, transportation, emergency services) and assist clients in accessing community resources which are suited to their needs.

Where significant gaps are identified in support services available to women, counsellors may initiate or act as catalysts for the development of such support systems in their communities.

5. Counsellors continue throughout their professional careers to gain knowledge and awareness of social, biological and psychological influences on female development in general and their career development in particular.

   As part of their ongoing professional development, counsellors continue to inform themselves about specific issues which may have an impact on the career decision-making of girls/women, e.g., balancing vocational and family roles, issues related to training and employment of women in non-traditional occupations, family violence, sexual harassment and sexual assault, as well as acquiring knowledge which is relevant to counselling particular sub-groups, such as women with disabilities, women who are culturally different, long-term welfare recipients, and female offenders.

6. Counsellors understand that the source of client difficulties often rests not only in the woman herself but also in situational or cultural factors which limit her concept of self, her aspirations and the opportunities available to her. Counsellors recognize and are sensitive to the impact of stereotyping, prejudice and discrimination on the basis of gender - as well as race, age, disability, ethnicity, sexual orientation and religion - and work to counteract the negative effects of such attitudes and actions.

7. Counsellors are aware of and continually review their own values and biases and the effects of these on their female clients. Counsellors assess and monitor their own activities to ensure gender-fair practices, as well as participating in professional development programs, consultation and/or supervision to assist in identifying and working through personal biases and issues which have a limiting effect on their work with female clients.

8. Counsellors support the elimination of sex bias within institutions and individuals, by promoting fair and equal treatment of all individuals through services, programs, theories, practices and treatment of colleagues and clients which recognize the full potential of each.

9. Recognizing that there are circumstances where clients will have a preference for a same - or opposite-sex counsellor, whenever possible, clients will be given the opportunity to choose the counsellor with whom they will work.

Specific measures to be taken by jurisdictions in support of the guidelines include the following:

1. The jurisdiction is committed to providing or accessing the training and/or professional development that supervisors and counsellors require to enable them to apply these principles effectively.

2. Each jurisdiction ensures that sex-fair language and balanced depictions of women appear in all publications and resource materials.

3. Counsellors will be given an opportunity for supervision/consultation to occur on a regular basis to assist them in working through conflicts and issues which arise for them in their work with clients.

4. A process will be put in place to monitor the implementation/application of the guidelines.

APPENDIX A.2

Background Information
- Guidelines for the Career Counselling of Girls and Women

Research yielded a number of key reference documents for Canada and the U.S.:

I. For Canada

1. Canadian Psychological Association. Guidelines for therapy and counselling with women. 1980.

2. Canadian Guidance and Counselling Association. A position paper on guidance and counselling services in Canada. June 1982.

II. For the U.S.

1. American Psychological Association. Principles concerning the counseling and therapy of women. The Counseling Psychologist, 1979, 8(1), 21.

2. Fitzgerald, L.F. and Nutt,. R. The Division 17 principles concerning the counseling and psychotherapy of women: Rationale and implementation. The Counseling Psychologist, 1986, 14(1), 180-216.

3. American Psychological Association Task Force on Sex Bias and Sex Role Stereotyping in Psychotherapeutic Practice. Guidelines for therapy with women. American Psychologist, 1978, 33(12), 1122-1123.

4. Principles for specific sub-groups of women. Part III of Counseling Women III, Special issue of the Counseling Psychologist, 1979, 8(1), 22-49.

   Contains 15 articles related to counselling sub-groups plus two articles on career counselling:

   - Fitzgerald, L.F. and Crites, J.O. Career counselling for women, 33-34.

   - Richardson, M.S. Toward an expanded view of careers, 34-35.

5. American Association for Counseling and Development (AACD) (formerly American Personnel and Guidance Association (APGA)). Guidelines for gender-fair professional practices. Approved by APGA Board of Directors, March 1983.

6. American School Counselor Association (ASCA). ASCA position statement on sex equity (Adopted March 1983). ASCA Counselor, January 1984.

7. Association of University and College Counseling Center Directors (AUCCCD). Equity statement on counseling center services (undated, unpublished).

These materials were compared in terms of their approaches to the definition and explanation of principles/guidelines, with a view to extracting/ modifying/synthesizing those items applicable to career/vocational/employment counselling practice and related institutional supports.

Toward The Development of a Model Policy/Guidelines on Counselling Girls and Women: Analysis of the Canadian and U.S. Principles and Guidelines

In order to develop the most comprehensive and useful synthesis of the various principles and guidelines described above, a systematic analysis was undertaken of the content of all principles, using the most comprehensive - the 1979 APA principles - as an organizing structure. Examining the interrelationships and "degree of fit" between the various principles enabled us to cluster and prioritize them. It was also necessary to assess which principles were career/vocational/employment-related or could/should be adapted to this context.

The intention was to prepare a list of principles and guidelines which would form the basis of a model policy.

Other elements considered to be essential to a model policy were: (1) commitment to providing or accessing training required for supervisors and counsellors to be able to apply the policy and principles effectively; (2) a commitment to sex-fair language and balanced depictions of women in all publications and resource materials produced and/or used by
the organization; and (3) a process for monitoring the implementation/application of the policy.

APPENDIX B

List of Materials sent by Jurisdictions in Response to December 7, 1987 letter requesting existing policies and guidelines

Canada/Canada

Newfoundland/Terre Neuve

Prince Edward Island/L'Île-du-Prince-Edward

Nova Scotia/Nouvelle-Écosse

New Brunswick/Nouveau-Brunswick

Ontario/Ontario

Manitoba/Manitoba

Saskatchewan/Saskatchewan

Alberta/Alberta

British Columbia/Columbie-Britannique

Northwest Territories/Territoires du Nord-Ouest

Yukon/Yukon

CANADA/CANADA

All publications are available in both official languages.

EMPLOYMENT AND IMMIGRATION CANADA/EMPLOI ET IMMIGRATION CANADA

1) Employment Counselling in the CEIC (July 1980).

2) Chapter 12 of the EIC Employment Manual "Employment Counselling Services" (Draft - June 1987).

3) Employment Counselling Materials, 1984.

4) The Assessment Component of Employment Counselling, 1985 - Module 1.

5) Individual Employment Counselling: An Action Based Approach, 1985 - Module 2.

6) Counsellor's Manual for The Job Finding Club, 1987.

7) Job Search Strategies: An Employment Counselling Programme for Canada Employment Centres (Draft - 1987).

STATUS OF WOMEN CANADA/CONDITION FÉMININE CANADA

1) CPA Guidelines for Therapy and Counselling with Women, 1980.

2) Women's Career Advancement Seminar (Middle Management Edition), Women's Programs Centre, Public Service Commission, 1985.

3) Section 4-9 of Health and Welfare Canada's Personnel Manual - Employee Assistance Program.

4) Career Advancement Seminar for Women Public Servants, Women's Programs Centre, Public Service Commission.

5) Pre-Course Mailing.

6) Trainer's Guide, Version for Support Staff, Women's Programs Centre, Public Service Commission, 1984.

7) Evaluation Questionnaire Career Advancement Seminar.

8) Career Advancement Seminar for Women Public Servants, Revised Bibliography

Supplement, June 1985.

NEWFOUNDLAND/TERRE-NEUVE

(1) Policy and Guidelines on Equal Opportunity in Post Secondary Education (in progress) - Department of CD & AS

(2) Gender-Bias Free Communication Policy - Department of CD & AS

(3) Policy Statement on Equal Opportunity for Females and Males in Education - Department of Education

PRINCE EDWARD ISLAND/L'ÎLE-DU-PRINCE-EDOUARD

Counselling services for adults and students are primarily provided through the Federal Government's Canada Employment Centres. The Dept. of Industry does not provide counselling services for adults. It is possible some students and youth may be counselled through the Provincial Government's Jobs for Youth Programs.

1) Holland College and University of Prince Edward- Island, Success in Obtaining Employment: 1981-1985 Graduates, prepared by P.E.I. Dept. of Industry (May, 1987).

NOVA SCOTIA/NOUVELLE-ÉCOSSE

In Nova Scotia, the jurisdictions involved in guidance and counselling are the Department of Education and the Department of Advanced Education and Job Training. The Department of Education develops curricula and provides guidelines and policy recommendations to school districts within the Province. The Youth Initiatives Office of the Department of Advanced Education and Job Training provides career planning services - including counselling, workshops, career information and career exploration programs - to out-of-school youth.

1) Article on training of counsellors which appeared in the publication, Education Nova Scotia (May, 1981).

2) Bill No. 55, An Act to Provide for Pay Equity.

3) Criteria for Evaluation Learning Materials for Bias.

4) Foundation for the Future, a White Paper on a Community College System for Nova Scotians.

5) Government of Nova Scotia Affirmative Action Policy.

6) Guidance in Nova Scotia Schools.

7) Public School Programs 1986-87 and 1987-88; Goals and Policies; Program and Course Descriptions; Procedures, Services, Publications.

8) The Role and Function of Secondary School Counsellors, A Working Paper (1977-78).

9) The Role and Function of Guidance Counsellors in Junior High School, A Working Paper (1976-77).

NEW BRUNSWICK/NOUVEAU-BRUNSWICK

Many departments and agencies of the provincial government do, in the course of their ongoing program activities and services, make a concerted effort to ensure for example that labour market information of particular reference to women is available to the counselling community in N.B.

1) Focus on the Future Career Planning, Counselling, Career Resource Centres. Department of Advanced Education and Training.

2) 1987-1990 Goals, Objectives and Accomplishments to Date, Provincial Coordination. Department of Advanced Education and Training.

3) Toward Equality, Training and Employment: A Plan of Action for New Brunswick Women, Women's Directorate. 1986.

   Vers L'égalité: La formation et l'emploi: un plan d'action à l'intention des femmes du Nouveau-Brunswick. Direction générale de la condition féminine. 1986.

4) Accessing Counselling Services: The Instructor and the College Counsellor (July 1986). Department of Advanced Education and Training.

5) Document de Base des Services Personnels aux Etudiants au Collège Communautaire du N.-B. (Mai 1985). Ministère de l'Enseignement supérieure et formation.

6) Educational Opportunities for Girls and Boys A Commitment to Sex Equity. Department of Education. November 1987.

   Possibilités d'éducation pour les filles et les garçons: Un engagement pour l'égalité des sexes. Ministère de l'Éducation. Novembre 1987.

7) Activités de groupe en Orientation, 7ième année, 1987.
   Ministère de l'Éducation.

8) Activités de groupe en Orientation, Secondaire 2ième Cycle, 1987.
   Ministère de l'Éducation.

9) I Can Be Anything. (English only)
   Department of Education.

NEW BRUNSWICK/NOUVEAU-BRUNSWICK (cont'd)

10) Life Skills 110 (Pilot Project - Draft), April 1987
Department of Education.

a) An Introduction to Life Skills:
Decision-Making and Resource Management

b) Life Skills: Career Planning and Job Search Techniques

c) Food Choices and Lifestyle

d) Life Skills: Establishing and Maintaining Your Home/Residence

e) Life Skills: Entrepreneurship

f) Life Skills: Law and Everyday Living.

ONTARIO/ONTARIO

A great deal of occupational counselling for women takes place through the Ontario Ministries of Skills Development, Education, Labour and Colleges and Universities.

1) Brief Summary on Occupational Counselling Programs under the four Ontario Ministries.

2) Curriculum Guideline for the Intermediate and Senior Divisions, Guidance 1984, Ontario Ministry of Education.

3) Ontario Basic Skills Program Guidelines (September, 1986).

4) News Release on Expanded Apprenticeship System, Ministry of Skills Development (August, 1987).

5) Counselling Guide for the Ontario Youth Employment Counselling Centres and the Ontario Career Action Program, Ministry of Skills Development (March, 1984).

6) Supplement to the Counselling Guide for the Ontario Youth Employment Counselling Centres and the Ontario Career Action Program, Ministry of Skills Development (Jun, 1985)

7) All curriculum policy documents developed for Ontario schools, grades 7-12/OAC set out clear requirements for sex equitable learning environments in schools. Strategies are included in many of these documents to assist in policy implementation. The student guidance information service is a bias-free database of occupations with related training routes, available free to all students.

MANITOBA/MANITOBA

Materials produced by Manitoba are reviewed internally by Manitoba Women's Directorate and personnel in other government departments delivering education and training programs.

SASKATCHEWAN/SASKATCHEWAN

Counselling falls under the mandate of Saskatchewan Education.

1) K-12 Guidance and Counselling Services, 1975 describes the existing policy and guidelines for the development and delivery of guidance and counselling services in Saskatchewan Schools. This document is presently under review.

2) A Sense of Balance: Equality in Government Communications is used by Saskatchewan Education as a reference guideline for the removal of bias from curriculum materials in all subjects areas.

ALBERTA/ALBERTA

1) Briefing Book Containing information on:

- Career Information Services
- Women's Career Resources
- Employment Equity Position
- Canada Career Week
- Career Counselling and Career Centre Operations
- Departmental Programs and Services
- Pilot Projects.

(Several booklets were provided regarding Career Information Services:

- Career Information Catalogue 1987-88
- Women At Work: Making It in Two Worlds
- The School - Work Connection, Adjusting to Your First Job
- Changing Course Midstream: Making a Midlife Career Change
- The Adult Back-to-School Book).

2) Policy, Guidelines and Procedures relating to providing measures to assist female employees in achieving their career potential, Alberta Department of Education.

3) Booklet "Alternatives - Charting Your Own Course".

BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE

Serious efforts have been made to promote and encourage the integration of women into all areas of the labour market.

1) Women in British Columbia: A Plan for Progress, 1986.

2) Job Track: A Go-Ahead for B.C.'s Economy.
3) Policies and Procedures, Committees and Learning Resources, Curriculum Development Branch (July 1987).

4) Publisher's Information Booklet (August 1983).

5) Analysis of Learning Resources, Social Considerations.

NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST

The Department of Education is in the very early stages of developing a policy.

1) Department of Education, Five Year Action Plan for Women.

YUKON/YUKON

Staff of the Industrial Training section use standard interviewing techniques or practices to determine the client's expectations and provide information related to training, as well as to explore options with the client.

Yukon College provides career planning information which includes:

a) Testing Materials: Strong Campbell II, Jackson Vocational Interest Survey and Self Directed Search; and

b) Supporting materials for students and staff: includes college and university calendars, career life planning materials, job profiles, and employer and employment information. Counsellors follow ethics and standards from the Canadian Ass. of College and University Student Services and the B.C. Counsellors Association.

APPENDIX C

List of Materials sent by jurisdictions in Response to May 26, 1988 Questionnaire requesting information about current counselling materials for girls and women

Canada/Canada

Newfoundland/Terre-Neuve

Prince Edward Island/L'île-du-Prince-Edward

Nova Scotia/Nouvelle-Écosse

New Brunswick/Nouveau-Brunswick

Quebec/Québec

Ontario/Ontario

Manitoba/Manitoba

Saskatchewan/Saskatchewan

Alberta/Alberta

British Columbia/Colombie-Britannique

Northwest Territories/Territoires du Nord-Ouest

Yukon/Yukon

CANADA/CANADA

Employment and Immigration Canada/Emploi et Immigration Canada

All publications are available in both official languages.

A: The Personal Occupation Selector - Employment and Immigration Canada (A. Redmond), 1984

Moving On to A Career - Employment and Immigration Canada (Arthur Mills), 1981

A Career Planning Guide - Employment and Immigration Canada (OCAD), 1978

Job Futures - LMOSA/Employment and Immigration Canada

Job Futures Handbook - LMOSA/Employment and Immigration Canada

Guide for Applicants Job Entry - Employment and Immigration Canada, 1988

Job Entry Handbook for Participants - Employment and Immigration Canada, 1988

Job Entry Handbook for Training Place Host - Employment and Immigration Canada, 1988

Job Entry - Record of Achievement - Employment and Immigration Canada, 1988

Occupations/Trade Analysis

How Can I Help my Apprentices

Generic Skills

B: Sector Studies (A Series of Publications) - LMOSA/Employment and Immigration Canada, 1985

Engineering Inventory - LMOSA/Employment and Immigration Canada

Labour Market for Nurses in Canada - LMOSA/Employment and Immigration Canada, unpublished

Education Enrolment Trends in Canada 1976 with projections to 1995 - upcoming COPS, bulletin

CANADA/CANADA (cont'd)

COPS Demand Model (computerized data)

COPS Student Flow Model (computerized flow)

COPS Data Bank (computerized data)

Jobs Have no Gender - Employment and Immigration Canada

D: The Personal Occupation Selector - Employment and Immigration Canada (A. Redmond), 1984

Moving On to A Career - Employment and Immigration Canada (Arthur Mills), 1981

A Career Planning Guide - Employment and Immigration Canada, 1978

Overcoming Employment Barriers - Employment and Immigration Canada (A. Redmond), 1985

PLACE: Guided Steps to Employment Readiness - Employment and Immigration Canada (B.Rosove), 1980

How to Find a Job in Today's Market - Employment and Immigration Canada, 1987

Counselling Adults for Decision Making - Employment and Immigration Canada (V. Peavy)

Individual Employment Counselling: An Action Based Approach - (Bejanson, Decoff and Stewart), 1985

Employment Groups: The Counselling Connection (draft) - (W. Borgen, D. Pollard, N. Amundson and M. Westwood)

Enhanced Employment Counselling: Special Group Applications - (V. Peavy), draft

E: Overcoming Employment Barriers - Employment and Immigration Canada (A. Redmond), 1985

PLACE: Guided Steps to Employment Readiness - Employment and Immigration Canada (B. Rosove), 1980

CANADA/CANADA (cont'd)

How to Find A Job in Today's Market - Employment and Immigration Canada, 1987

Moving On To A Job - Employment and Immigration Canada (Arthur Mills), 1984

A Job Search Guide - Employment and Immigration Canada - 1978

Counsellor's Manual for the Job Finding Club - Employment and Immigration Canada (Arthur Mills), 1987

Guidebook For Job Search Strategies - Employment and Immigration Canada (Arthur Mills), 1988

Counsellors Training Manual - Job Finding Club - Employment and Immigration Canada (Arthur Mills), 1985

Moving On By Staying On - Employment and Immigration Canada (Arthur Mills), 1983

Hot 100 - A Quick Guide to What the Feds are Doing for Youth

Job Futures - the Handbook

The Canadian Jobs Strategy - How it Benefits Youth

F: Overcoming Employment Barriers - Employment and Immigration Canada (A. Redmond), 1985

PLACE: Guided Steps to Employment Readiness - Employment and Immigration Canada (B. Rosove), 1980

How to Find A Job in Today's Market - Employment and Immigration Canada, 1987

The Personal Occupation Selector - Employment and Immigration Canada (A. Redmond), 1984

Counsellor's Manual for the Job Finding Club - Employment and Immigration Canada (Arthur Mills), 1987

Guidebook for Job Search Strategies - Employment and Immigration Canada (Arthur Mills), 1988

Resource Reading Book (draft) to Accompany Enhanced Employment Counselling - Dr. V. Peavy

NEWFOUNDLAND/TERRE-NEUVE

A: Career Opportunities for Women - Department of Education, (out of print - to be updated)

Looking Ahead (booklet) - Department of Education, annual

Preparing for Career Opportunities Offshore - Department of CD & AS, (brochure)

Look to the Future (booklet and poster) - Women's Policy Office

You make it work (video) - Dept. of CD & AS. 1985
Go for it (video) - Dept. of Education, 1986

B: Private Sector Employment Program (program brochure) - Department of CD & AS, 1988

Work Stations - Department of CD & AS & Newfoundland and Labrador Youth Serving Agencies, 1988

Job Futures - Department of CD & AS & Employment and Immigration, 1988

Graduate Employment Program (program brochure) - Department of CD & AS, 1988

Women & Newfoundland Fact Sheet Series (quarterly) - Women's Policy Office

C: Avalon Community College Calendar - Avalon Community College, annual

Charting a Course for Excellence - Marine Institute

Emergency Procedures Training - Marine Institute

Strength in Diversity - Marine Institute

Managing Your Fishing Enterprise - Marine Institute

Fishing Technology Unit - Marine Institute

Trawl Gear Career Design and Operation - Marine Institute

The Future of a Tradition (video) - Marine Institute,
1988

NEWFOUNDLAND/TERRE-NEUVE (cont'd)

The Cadet Difference - Marine Institute

Aquaculture Programs at the Marine Institute (2) - Marine Institute

Newfoundland Student Aid Program (program booklet) - Department of CD & AS, annual

Equal Access Services and Programs for Disabled Students - Memorial University, 1988

Admission Information - Cabot Institute, annual

Calendar (3) - Fisher Institute, Labrador Community College and Western Community College, annual

Diploma Program Brochures - Western Community College

D: Counselling Centre Referral and Community Resources handbook - Memorial University

Guide to Student Affairs and Services - Memorial University

Occupational Integration for Women (program brochure) - Department of CD & AS, 1988.

Counselling Handbook - Marine Institute, in progress

Careers' Handbook - Marine Institute, in progress

Careers Through Apprenticeship (22 leaflets) - Department of CD & AS

Apprenticeship Training and Certification - Department of CD & AS

The Interprovincial Standards Program Canada - Department of Supply & Services

Non-Traditional Training - Women's Policy Office, 1987

E: Life Skills Coach Training - Avalon Community College

Work Orientation Programs - Avalon Community College

PRINCE EDWARD ISLAND/L'ÎLE-DU-PRINCE EDWARD

A: Where to From Here: A Summary of Training and Education Options in PEI - PEI Department of Industry, 1983

Holland College and UPEI Graduates: Success in Obtaining Employment (1982-86) - PEI Department of Industry, 1988

B: Holland College and UPEI Graduates: Success in Obtaining Employment (1982-86) - PEI Department of Industry, 1988

C: Where to From Here: A Summary of Training and Education Options in PEI - PEI Department of Industry, 1983
Holland College and UPEI Graduates: Success in Obtaining Employment (1982-86) - PEI Department of Industry, 1988

NOVA SCOTIA/NOUVELLE-ÉCOSSE

Department of Education
P.O. Box 578
Halifax, Nova Scotia
B3J 2S9

Department of Advanced Education
and Job Training
P.O. Box 2086, Station M
Halifax, Nova Scotia
B3J 3B7

Careers Ahead - NS Department of Education, Annual

Careers for Women -NS Department of Advanced Education and Job Training, 1988.

Business, Finance and Office
Communication and Applied Arts
Community Services and Education
Health Services
Natural Sciences
Science Technology
Services
Skilled Trades

Creating a Career Instructors Manual - a Supplement - NS Department of Education, 1981

Directions - NS Department of Advanced Education and Job Training, Annual

Doing Well At An Interview - Department of Advanced Education and Job Training, 1987

Don't Keep Your Job Hunt a Secret - N.S. Department of Advanced Education and Job Training, 1987

Education and Career Explorations grade 7 (guide #99) - NS Department of Education, 1987

Education and Career Explorations grade 8 (guide #103) - NS Department of Education, 1987

General Admission Requirements for Universities, Colleges and Institutions - NS Department of Education, Annual

Go For It - NS Department of Advanced Education and Job Training, 1987

Maritime Studies Curriculum Guidelines - NS Department of Education, 1988

NOVA SCOTIA/NOUVELLE-ÉCOSSE (cont'd)

Options - Nova Scotia Department of Advanced Education and Job Training, 1988

Personal Development and Relationships (grade 7-9) - NS Department of Education, 1988

Tips for Completing Application Forms - NS Department of Advanced Education and Job Training, 1987

What Are You Going To Be? - NS Department of Advanced Education and Job Training, 1987

Writing a Resumé - NS Department of Advanced Education and Job Training, 1987

NEW BRUNSWICK/NOUVEAU-BRUNSWICK

A: Educational Opportunities for Girls & Boys - A Commitment to Sex Equity. Department of Education. 1987
Possibilités d'éducation pour les filles et les garçons: Un engagement pour l'égalité des sexes. Ministère de l'Éducation. 1987.

I Can Be Anything - N.B. Department of Education, 1987

I Have Big Plans for Myself - N.B. Department of Labour,1987

Women Work: A Resource Book - N.B. Department of Labour, 1985

Femme et Travail: Guide d'orientation professionnelle. Ministère du Travail. 1985

Target Towards a Realistic Goal Enriched Tomorrow - N.B. Department of Labour

Stop - Future Ahead - Be Prepared. Department of Labour. Video (Beta and VHS). 1985
Attention! Votre Avenir Vous Attend. Ministère du Travail. Vidéo (Beta et VHS). 1985

B: Directory of Labour Organizations in New Brunswick - Department of Labour. Annual
Annuaire des syndicats ouvriers au Nouveau-Brunswick. Ministère du Travail. Annuelle.

Negotiated Settlements in New Brunswick. Department of Labour. Quarterly
Règlements négociés au Nouveau-Brunswick. Ministère du Travail. Trimestriel

Arbitration awards in New Brunswick. Department of Labour.
Sentences arbitrales au Nouveau-Brunswick. Ministère du Travail.

C: Action Employment Equity - N.B. Women's Directorate. 1987.
Action - Un bulletin de la Direction générale de la condition féminine du Nouveau-Brunswick sur l'égalité en matière d'emploi. 1987

In the Company of Women - Department of Commerce and Technology. Video. 1988.
Une affaire de femmes. Ministère du Commerce et Technologie. Vidéo. 1988.

NEW BRUNSWICK/NOUVEAU-BRUNSWICK (cont'd)

New Brunswick Women's Directorate. Registry of Women in Non-Traditional Careers in the New Brunswick Civil Service. 1988.
La Direction générale de la condition féminine du Nouveau-Brunswick. Répertoire de femmes qui occupent un poste non traditionnel dans la fonction publique du Nouveau-Brunswick. 1988.

Women's Directorate. Historical Sketches. 1988.

Regards Historiques par la Direction Générale de la condition féminine. 1988.

N.B. Community Colleges Calendar - N.B. Advanced Education and Training. Annual.
Collèges Communautaires du Nouveau-Brunswick. Annuaire. Ministère de l'enseignement supérieur et de la formation. Annuelle.

E: Human Rights Code. Questions and Answers. New Brunswick Human Rights Commission. 1986.
Code des droits de la personne. Questions et Réponses. Commission des droits de la personne du Nouveau-Brunswick. 1986.

Human Rights Act. New Brunswick Human Rights Commission. 1987.
Loi sur les droits de la personne. Commission des droits de la personne du Nouveau-Brunswick. 1987.

Sexual Harassment Issues and Policies. New Brunswick Human Rights Commission. 1988.

Qu'est-ce-que le harcélement sexuel au travail? Commission des droits de la personne du Nouveau-Brunswick. 1988.

Employer's Guide to Human Rights. New Brunswick Human Rights Commission. 1985.
Guide concernant les droits de l'homme dans le domaine de l'emploi. Commission des droits de la personne au Nouveau-Brunswick. 1985.

Guide for Employers Regarding Employment Application Forms. New Brunswick Human Rights Commission. n.d.
Guide des employeurs relativement aux formules de demande d'emploi. Commission des droits de la personne du Nouveau-Brunswick. n.d.

Effective Communication Skills. Trainers Manual. Department of Labour. 1987.

NEW BRUNSWICK/NOUVEAU-BRUNSWICK (cont'd)

Effective Communication Skills. Participants Manual. Department of Labour. 1987.
Apprenez a vous affirmer. Manual de l'animatrice. Ministère du Travail. 1987.
Apprenez a vous affirmer. Manuel du participant. Ministère du Travail. 1987.

Preparing for Employment. Participants Manual. Department of Labour. 1987.
Emploi: Manuel du Participant. Ministère du Travail. 1987.

F: A Handbook for Returning Women - St. Thomas University, 1987 (Yearly update)

N.B. Community Colleges The Network That Works for Women - N.B. Advanced Education & Training. 1985.

Series of Booklets - N.B. Community College, Saint John. 1987. (English only). (Yearly update).

- Non-Traditional Support Group
- Peer Tutoring
- Single Parents
- Mature Students

Les collèges communautaires du Nouveau-Brunswick - un réseau qui produit pour les femmes. 1985
Ministère de l'enseignement supérieur et de la formation.

G: Daughters Through Time: An Historical Exhibition Depicting New Brunswick Women. Developed by the New Brunswick Women's Directorate and the Provincial Archives. 1985.
De Mère En Fille: Portraits de femmes du Nouveau-Brunswick à travers les âges. Exposition montée par la Direction générale du Nouveau-Brunswick en collaboration avec les Archives provinciales. 1985.

Women's Directorate Fact Sheets. 1986.
Direction générale de la condition féminine. Feuilles de renseignements. 1986.

Early Childhood N.B. Petite Enfance (newsletter) - No. 1 - 1986 - 3 times/year by the Department of:

- Education
- Health and Community Services
- Advanced Education and Training

NEW BRUNSWICK/NOUVEAU-BRUNSWICK (cont'd)

Petite Enfance N.B. Early Childhood. Bulletin publié trois fois par année no. 1 - 1986, par le Ministère de Santé et Services Communautaires, Ministère de l'Éducation et le Ministère de l'Enseignement Supérieur et de la formation.

N.B. Labour Market Report. Department of Labour. Monthly.
Rapport sur le marché du travail du Nouveau-Brunswick. Ministère du Travail. Mensuelle.

N.B. Labour Market Report. Department of Labour. Annual.
Rapport sur le marché du travail du Nouveau-Brunswick. Ministère du Travail. Annuelle.

QUEBEC/QUÉBEC

Secrétariat à la condition féminine

CAMPAGNES DE SENSIBILISATION RÉALISÉES AU QUÉBEC DANS LE CADRE D'UNE MEILLEURE FORMATION DES FILLES ET DES FEMMES

MATÉRIEL DIDACTIQUE

1. Campagne d'information visant à sensibiliser le personnel scolaire et les parents au sexisme dans les matériels scolaires et les inviter à être attentifs lors du choix du matériel didactique, de la littérature, des jeux et des jouets qu'ils offrent aux enfants.

   Dans le cadre de cette activité, a été produit:

   - un guide d'activités visant à sensibiliser et habiliter le personnel scolaire et les parents à évaluer eux-mêmes le matériel qu'ils utilisent en regard du sexisme et à leur fournir les moyens d'exploiter un matériel sexiste à des fins de sensibilisation des élèves (1988).

2. Production d'un guide sur les solutions de rechange au sexisme destiné aux producteurs de matériel scolaire suivants: concepteurs des programmes de formation du secondaire professionnel; concepteurs de matériels didactiques imprimés, audio-visuels et informatisés; concepteurs de monographies professionnelles et de matériel d'information scolaire et professionnelle; concepteurs de matériel et d'évaluation pédagogique (1988).

PRATIQUES PÉDAGOGIQUES

1. Campagne d'information visant à sensibiliser au sexisme le personnel enseignant et les parents et les intervenants de la petite enfance.

   Poursuite de la diffusion dans les commissions scolaires et dans le réseau des garderies d'un guide d'animation "PAREILLE, PAS PAREILS" qui vise à éliminer les stéréotypes sexistes dans l'éducation des enfants d'âge scolaire et préscolaire.

QUEBEC/QUÉBEC (suite)

ORIENTATION SCOLAIRE ET PROFESSIONNELLE DES ADOLESCENTES

1. Mise à jour et diffusion d'un jeu-animation VIRE-VIE à l'intention du personnel en orientation scolaire qui veut organiser des activités de sensibilisation des adolescentes à l'importance des choix scolaires et professionnels.

   Québec. Cahier d'élève. 1. Vire-Vie. 1986

   Québec. Guide d'Animation. 2. Vire-Vie. 1986.

   Québec. Dossier d'information. 3. Vire-Vie. 1986

2. Campagne d'information à l'intention des adolescentes sur les emplois non traditionnels et visant à leur proposer des modèles de femmes occupant de tels emplois.

   Dans le cadre de cette activité, ont été produits:

   - une brochure intitulée "EXPLORONS DE NOUVEAUX ESPACES" accompagnée d'une vidéo;
   - une série de chroniques pour la revue "Filles d'aujourd'hui" visant à tracer le portrait de travailleuses en emploi non traditionnel;
   - conception d'une session de perfectionnement accompagnée du matériel pédagogique (vidéo, guide d'animation, cahier de participation) dur la situation des filles en formation non traditionnelle. Plus de 1 000 personnes oeuvrant dans les écoles secondaires ont déjà suivi cette session de perfectionnement;
   - conception et diffusion de biographies de femmes oeuvrant dans des secteurs non traditionnels (1987);
   - répertoire de conférencières en emploi non traditionnel (1987);
   - brochure "A CHACUNE SON METIER" (1987);
   - dépliants sur des métiers et professions non traditionnels afin de promouvoir l'accès des femmes à l'enseignement supérieur (quatre dépliants par année);
   - prix Irma LeVasseur, décerné par la ministre déléguée à la Condition féminine sur une base annuelle pour souligner les réalisations des filles en sciences;

QUEBEC/QUÉBEC (suite)

- réalisation et diffusion (prévue pour l'été 1988) de deux études qui cernent les caractéristiques des filles et des femmes qui optent pour des domaines non traditionnels;

- étude sur la problématique de l'accès des filles aux études supérieures et plus particulièrement aux études scientifiques.

FORMATION PROFESSIONNELLE

1. Campagne d'information visant à sensibiliser les femmes à la formation professionnelle et à leur présenter celle-ci comme un moyen de diversification professionnelle (1986).

2. Production annuelle d'un dépliant Femmes et métiers non traditionnels: un monde en évolution, lequel permet de voir où se situent les pénuries et surplus de main-d'oeuvre dans ces métiers.

Autres

Québec. La formation des filles. 1986

Québec. Soyez également branches. Vidéos et films sur les carrières non traditionnelles. n.d.

Québec. Ressources humaines. Numéro spécial. Carrières non tradtionnelles. n.d.

Québec. Aujourd'hui ... pour demain. Vidéo.

ONTARIO/ONTARIO

A: Apprenticeship - Your Pathway to a Career - Ministry of Skills Development, 1987

The Tools of the Trade - Ministry of Skills Development, 1988

Apprenticeship Training in Ontario - Ministry of Skills Development, 1984

What Else Can A Woman Be? Ontario Women's Directorate. 1985.

Here Today - Where Tomorrow?
Teacher's Guide. Ontario Women's Directorate. 1986.

One Step At A Time. Ministry of Education. 1984.

Work and Employment Skills. Ministry of Education. 1982.

Sex role stereotyping and Women's Studies. Ministry of Education. n.d.

B: Assessment of Occupational Shortages in Ontario's Manufacturing & Construction Industries - Ministry of Skills Development, 1987

Directing Skills Training to Meet the Demands of the Service Sector - Ministry of Skills Development, 1988

Training for Technological Change: Role of Skills Training in Process of Technology Diffusion - Ministry of Skills Development, 1987

Adjusting to Change: An Overview of Labour Market Issues in Ontario - Ministry of Skills Development, 1988

Human Resource and Training Needs in Ontario's Machinery & Equipment Manufacturing Sector - Ministry of Skills Development, 1987

Career Selectors (Series of 7) - Ontario Women's Directorate, 1987

Women into Construction - Ontario Women's Directorate/National Association of Women in Construction, 1987

ONTARIO/ONTARIO (cont'd)

B: Gender Equality Indicator. Ontario Women's Directorate. 1986.

Fact Sheets Series of 5. Ontario Women's Directorate. 1986.

C: Horizons - Ministry of Colleges & Universities, 1988

D: Adjustment Programs College Counsellor's Manual - Ministry of Labour, 1988

Ontario Basic Skills - Ministry of Skills Development, 1987

Basic Skills in the Workplace - Ministry of Skills Development, 1987

Women into Construction. Ontario Women's Directorate/ NAWIC. 1987

E: The Edge - Ministry of Skills Development, 1987

Adjustment Programs College Counsellor's Manual - Ministry of Labour, 1988

Job Search. Ontario Women's Directorate. 1987.

F: Transitions - Ministry of Skills Development, 1988

Career Selectors. (Series of 7) Ontario Women's Directorate. 1986.

Other Publications:

The Ministry of Education has also prepared publications on:

- Employment survey of 1985 graduates of Ontario universities comparing, among other variables, income levels, occupations, etc. of males and females.

ONTARIO/ONTARIO (cont'd)

- Equity in Education: Gender Issues in the use of Computers a review of current research in the field, including suggestions for removing gender bias.

- Comparative Analysis of Drop-Outs and Non-Drop Outs in Ontario Secondary Schools.

- The Drop-out Phenomenon. Both parts of a major study on drop outs, sex is one of the variables studied.

- The Supervisory Officer in Ontario a major study of the supervisor's role and recommended improvements. The issue of women supervisors is addressed.

MANITOBA/MANITOBA

Manitoba Women's Directorate
440-500 Portage Avenue
Winnipeg, Manitoba
R3C 3X1

A: Confronting the Stereotype: a two-part curriculum guide for teacher

Math: Who Needs It? - Manitoba Education, 1986

Big Boys Don't Cry: Combatting Sexual Stereotyping - Manitoba Education

Draft Guidelines for Guidance Services in Manitoba Schools - Guidance Task Force Report, 1988

Career Development: A Resource Guide - Manitoba Education, 1981

Native Women at Work (Guidebook for Teachers) - Manitoba Education, 1986

Native People and their Careers (guides to filmstrips) - Manitoba Education, 1982-83

Native Education Resources for Career Guidance - Manitoba Education, 1987

Student Handbook - Manitoba Education

I Want to Be...(Posters & teachers handbook) - Manitoba Education

Plan Now...(Posters & teachers handbook) - Manitoba Education

B: Trade Qualifications - Manitoba Labour, 1987 (revised)

A Key to Your Future: Apprenticeship Training - Manitoba Labour, 1987

30 pamphlets on Individual Trades - Manitoba Labour, 1987

High Demand Occupations in Manitoba - Manitoba Employment Services & Economic Security, 1987

MANITOBA/MANITOBA (cont'd)

C: Three University and Three College Calendars

Community College Access Program - Manitoba Education, 1986

University of Manitoba Access Program - Manitoba Education, 1987

Access North - Manitoba Education, 1988

Job Access to Young Adults

Job Opportunity Service - Manitoba Employment Services & Economic Security

New Careers - Manitoba Employment Services & Economic Security, 1987

E: Job Search Handbook - Manitoba Employment Services & Economic Security, 1985

Job Seeking Skills Workbook - Red River Community College, 1983

Facing Facts: Accepting Challenges - Manitoba Civil Service Commission, 1987

F: Single Parent Job Access Program - Manitoba Employment Services & Economic Security, 1987

SASKATCHEWAN/SASKATCHEWAN

Saskatchewan Education
2220 College Avenue
Regina, Sask.
S4D 3V7

Women's Directorate
1914 Hamilton Street
Regina, Sask.
S4P 4V4

A: Focus on Your Future - Saskatchewan Education & Saskatchewan HRLE, Women's Directorate. 1988

B: Employment Statistics Report: Tech. Institute Graduate Follow-up - Saskatchewan Education, 1987 (annual publicat ion)

Wages & Working Conditions - Saskatchewan HRLE, Annual

The Minimum Wage in Saskatchewan - Department of Labour, 1985

Labour Report - Saskatchewan HRLE, quarterly

The Saskatchewan Labour Market - Saskatchewan HRLE, monthly

C: University & Tech. Institute Programs: A Career Planning Guide - Saskatchewan Education, annual

Crossroads - Saskatchewan Education, annual

Youth Entrepreneur Program and Guidelines - Saskatchewan Economic Development Corporation, 1988

D: Choosing a Day Care Service - Saskatchewan Social Services, 1988

E: Job Search Handbook - Saskatchewan Education, 1985

Into Employment: A Handbook for Women - Saskatchewan Employment Development Agency Women's Secretariat, 1987

Focus On Your Future - Saskatchewan HRLE, Women's Directorate. 1988.

SASKATCHEWAN/SASKATCHEWAN (cont'd)

F: Career Counselling Services for Employment Equity Groups - Directory - Saskatchewan HRLE, Employment Equity Branch, 1988

Employment...Attitudes and Disabilities - Saskatchewan Public Service Commission, 1986

A Sense of Balance - Saskatchewan Public Service Commission

Saskatchewan Human Rights Commission, Newsletter - Saskatchewan Human Rights Commission, monthly

Doing What's Right - Saskatchewan Human Rights Commission

Application Forms and Application Guide - Saskatchewan Human Rights Commission

Affirmative Action - Saskatchewan Human Rights Commission

G: Getting About: Rights of the Physically Disabled - Saskatchewan Human Rights Commission

Filing a Compliant - Saskatchewan Human Rights Commission

Sexual Harassment - Saskatchewan Human Rights Commission

Finding a Home - Saskatchewan Human Rights Commission

ALBERTA/ALBERTA

Career Development and Employment
Career Information Services Branch
10924-119 Street
Edmonton, Alberta
T5H 3P5

A: Women in Non-Traditional Occupations - Alberta Manpower, 1985

A comparison of the background and personality characteristics, sex-roles and work values of women training in traditional occupations and non-traditional trades - Anne Glasgow, University of Alberta, 1982

So You've Left School...What Now? - Alberta Career Development and Employment, 1984

So What's An Entrepreneur Anyway? - Alberta Career Development and Employment, 1985

Exploring Occupations - Alberta Career Development and Employment, 1984

B: Alberta's Apprenticeship Programs - Alberta Career Development and Employment, 1985

Apprenticeship Opportunities - Alberta Career Development and Employment, 1987

Occupational Profile Packages - Alberta Career Development and Employment, regularly updated

C: Packages on buying/operating small businesses in Alberta by:

- Northern Alberta Institute of Technology
- Alberta Tourism & Small Business
- Alberta Economic Development & Trade

It's About Time...to Start Thinking About Your Future - Alberta Career Development and Employment, 1985

Learning at Home - Alberta Career Development and Employment, 1985

Post-Secondary Education Programs - Alberta Career Development and Employment, 1986

ALBERTA/ALBERTA (cont'd)

D: Work & Family - Alberta Career Development and Employment, under development

Career Planning Guide and Self-Assessment Workbooks - Alberta Career Development and Employment, under development

Are you a Potential Entrepreneur? - Alberta Career Development and Employment, under development

The Adult Back to School Book - Alberta Career Development and Employment, 1985

Changing Course Midstream: Making a Midlife Career Change - Alberta Career Development and Employment, 1984

2000 AD - A Guide to Financial Awareness - Alberta Consumer & Corporate Affairs, 1986

Taking Charge of Your Money - Alberta Consumer & Corporate Affairs, 1985

E: Skills Are Yours Passport - Alberta Career Development and Employment, under development

The School-Work Connection: Adjusting to Your First Job - Alberta Career Development and Employment, 1984

Opening Doors: Keep to Career Planning - Alberta Career Development and Employment, 1982

Opening Doors: Keep to Career Planning Workshop Leaders' Guide - Alberta Career Development and Employment, 1982

Job Seekers' Handbook - Alberta Career Development and Employment, 1986

F: Directions: A Women's Guide for Returning to Work - Alberta Career Development and Employment, under development

Issues concerning the Role of Immigrant Women in Alberta's Labour Market - Alberta Career Development and Employment, under development

Women in Training: career counselling for women receiving social allowance - Adrienne McLeod, Edmonton, 1987

ALBERTA/ALBERTA (cont'd)

A study of the Needs of Immigrant Women in Edmonton - Zohra Husani, University of Alberta Women's Program, 1984

A study of Calgary Immigrant Women's Employment Needs - Emily Drzrmala, Arusha International Development Center, Calgary, 1985

Women at Work Making it in Two Worlds - Alberta Career Development and Employment, 1984

A Newcomer's Guide to Families in Alberta - Alberta Career Development and Employment, 1987

A Newcomer's Guide to Working in Alberta - Alberta Career Development and Employment, 1984

Latin American Newcomers: Issues Affecting the Adaptation of Immigrants from Chile, Nicaragua, Guatemala and El Salvador - Alberta Career Development and Employment, 1985

The Easy-to-Read Career Planning Guide - Alberta Career Development and Employment, 1986

G: Finding the Employer Right for You - Alberta Career Development and Employment, under development

Stay Ahead With a Good Attitude - Alberta Career development and Employment, 1984

BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE

British Columbia. Ministry of Advanced Education and Job Training. Orientation to Trades and Technology: A Curriculum Guide and Resource Book with Special Emphasis on the Needs of Women. Victoria: The Ministry, 1987.

British Columbia. Ministry of Advanced Education and Job Training. Resource Directory of Special Needs, Services and Programs in Colleges and Institutes in British Columbia, Victoria, B.C.: The Ministry and Malaspine College, 1988.

British Columbia. Ministry of Education TRAC Common Core Learning Guides, 2nd edition, Victoria, B.C. The Ministry, Publication Services, 1986.

Training Access

British Columbia. Ministry of Education, Continuing Education Division. Tools for Change: A Curriculum About Women and Work. New Westminster, B.C.: Douglas College, 1982.

British Columbia. Ministry of Labour, Conference Proceeding of Equity in Employment: Innovations and Future Trends, June 13, 1985. Vancouver: Pacific Vocational Institute, 1985.

British Columbia. Ministry of Labour, Women's Programs. Taking Charge of Your Career. Victoria, B.C.: The Ministry, 1987.

British Columbia. Ministry of Labour, Women's Programs. Women and Post-Secondary Education: Recent Trends in British Columbia, Victoria, B.C.: The Ministry, 1985.

Jackson, Nancy (compiler). Surviving the 80's: Work, Women and Technological Change. Vancouver: Douglas College, Women's Centre, 1983. A short course based on Tools for Change: A Curriculum about Women and Work.

Pow, Jan and Piecas, Thelma. AEE Employment Curriculum Guide, Victoria, B.C.: Ministry of Education, 1988.

Ziegler, Maggie and Berman, Sandy. Survival Skills for Women: A Manual for Facilitators, Parts 1-3. Surrey, B.C.: Kwantlen College, 1987.

What Happens to Women in Tradesland? Women in Trades, Kootnenay Council, Box 3651, Castlegar, B.C., Ministry of Labour, Women's Programs. 16 mins. - slide/tape or video, 1983.

BRITISH COLUMBIA/COLOMBIE-BRITANNIQUE (cont'd)

Women and Work: Common Myths. Victoria, B.C.: Ministry of Labour, Women's Programs, 1984. 21 minutes, video (VHS).

NORTHWEST TERRITORIES/TERRITOIRES DU NORD-OUEST

Education
Yellowknife, N.W.T.
X1A 2L9

Uses other jurisdictions publications, especially Alberta's

YUKON

Advanced Education
PO Box 2703
Whitehorse, Yukon
Y1A 2C6

A: Are You A Hidden Apprentice? - Advanced Education, 1987

Why Should I Hire an Apprentice? - Advanced Education, 1987

Girls Can - (curriculum resource kit to go with a video) - Canadian Congress on Learning Opportunities for Women - Yukon Chapter, 1987

B: The Place of Women in the Yukon Government Public Service - Elizabeth B. Lane, 1987

In Balance (video) - Possible Employment Program, 1988

E: How to Find a Job - An Employment handbook for Yukon Women - Yukon Women's Directorate, 1988

APPENDIX D

Summary of Responses from organizations and associations to December 7, 1987 letter requesting existing policies and guidelines for the counselling of girls and women.

1. Association of Canadian Community Colleges/Association des collèges communautaires du Canada, 110 Eglington Avenue, West, 2nd Floor, Toronto, Ontario, M4R 1A3.

   - No response.

2. Canadian Advisory Council on the Status of Women/Conseil consultatif canadien de la situation de la femme. 110 O'Connor Street, 9th floor, Box 1541, Station B, Ottawa, Ontario, K1P 5R5.

   - No stated policy on career counselling for girls and women.

3. Canadian Association for Adult Education
   24 Prince Arthur Avenue
   Toronto, Ontario
   MSR 1B2

   - The Association has prepared a report which documents gender differences in accessing adult training. It does deal with counselling issues where a counsellor may have a role in redressing training disadvantages women face.

4. Canadian Association of College and University Student Services/l'Association des services aux étudiants des Universités et Collèges du Canada.
   85 Hastey Street, Suite 102
   Ottawa, Ontario, K1N 6N5

   - American standards serve as basis. A statement on ethics refers to sexual harassment. Standards define qualifications of a counsellor. Counselling is defined.

5. Canadian Congress for Learning Opportunities for Women/Congrès canadien pour la promotion des études chez la femme.
   47 Main Street
   Toronto, Ontario M4E 2V6

   - CCLOW advocates integration of counselling, lifeskills training and job search techniques into all training programs funded by CEIC. Encourages Women to try non-traditional occupations.

6. Canadian Guidance and Counselling
Association/Société canadienne d'Orientation
et de consultation
P.O. Box 13059
Kanata, Ontario K2K 1X3

- Has specific guidelines for female clients.

7. Canadian Psychological Association/Société canadienne de psychologie
Vincent Road, Old Chelsea
Quebec JOX 2NO

- Guidelines for Therapy and Counselling with Women have been developed.

8. Canadian School Trustees Association
1140 Morrison Drive
Suite 220
Ottawa, Ontario K2H 8S9

- Document forwarded "Bridging the Gap Between School and Work" makes no specific reference to female youths.

9. Canadian Teacher's Federation/Fédération canadienne des enseignantes et des enseignants
110 Argyle Avenue
Ottawa, Ontario
K2P 1BY

- Equal Opportunity policy refers to sexual stereotyping and harassment.

10. Canadian Vocational Association/
Association canadienne de la formation professionnelle
P.O. Box 3435, Station "D"
Ottawa, Ontario K1P 6LY

- No response.

11. Corporation Professionnelle des Conseillers d'orientation du Québec/The Professional Corporation of Guidance Counsellors of Quebec 1575 ouest boulevard. Henri Bourassa, Suite 510, Montreal, Quebec H3M 3A9

- Specific guidelines for girls and women. Includes references to feminization of texts, use of texts, etc.

12. University and College Placement
Association/Association de placement universitaire et collégial.
1209 King St. West
Suite 205
Toronto, Ontario M6K 1G2

- No response.